

History is All Over

MACALESTER COLLEGE HISTORY DEPARTMENT NEWSLETTER FIND YOUR PLACE IN HISTORY

FALL 2018

History is All Over is a publication of the Macalester College History Department, sharing student, faculty, and alumni news; and highlighting opportunities, classes, study away, and research.

INSIDE THIS ISSUE

- History on the Go
- Students
- History Club
- Faculty Books
- Alumni News
- Peter Rachleff Symposium
- Spring 2019 Classes



Professor Crystal Moten is shown here at left with her spring "Remembering Rondo" class after giving their final presentations to Mr. Marvin Anderson of Rondo Ave Inc (seventh from left). Students designed panels centered around Old Rondo institutions some of which are featured in the Rondo Commemorative Plaza, which opened in the fall.



History graduates from Class of 2018

From left: Rachel Ault, Spike Sommers, Ernie Jackson, Greg Zacharia, Russell Fillmore-Brady, Mara Steinitz, Emily Nadel, Maggie Weber, Sarah Kolenbrander.

HISTORY ON THE GO

Photos of History Faculty-Student Outings



Members of Professor Ernesto Capello's "The Andes: Landscape and Power" class are shown here working at Hidden Falls Park on a beautiful fall day. The class conducted a research project regarding urban rivers and environmental memory, in cooperation with a community in Quito, Ecuador, the Casa Machankara.

Professor Crystal Moten's "Narrating Black Women's Resistance" class attended a performance of "For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf" at the Penumbra Theater.



Professor Amy Sullivan, Samantha Aamot '17, and Sara Ludwig '17 presented at the Oral History Association's annual conference in Montreal, Quebec on October 13. Their presentation, "The Minnesota Opioid Project: Listening Our Way Through Crisis and Healing," featured stories and lessons from the project's interviews, and launched a discussion about ending stigma, collaborative humanities projects, faculty-student mentoring, and deploying listening as a force for social change.



Where Will You Go In History?

Students, and parents, often ask where a future with a History major might lead. Answers to that question are far-ranging, and depend quite a bit on the individuals and their interests. If you are looking for the big picture answers, our Career Development Center provides access to this [What Can I Do With My History Major? list](#). You can also visit History's ["After Macalester" webpage](#) to see what some of our graduates have reported they are doing now.

Our ["Jobs and Internships" page](#) has links to sites, on-campus and off, that can help you address your own questions about where studying history can take you. It's a good place to look when you wonder about your future in history. There you will find links to the American Historical Association's "Careers for History Majors" mini guide, and their "What to Do with a BA in History" blog, and more links to multiple organizations that share listings of job, internship, publication, conference, networking, and other opportunities.

Of course, our best resource is our professors. Make time to have a conversation with one or more of them to talk about your particular interest in history, and where it could lead.

Student Trip to China

Jonathan Goldman, '19, traveled to China in the summer, where he presented his research to students and scholars. He writes about the trip, "Thanks to the guidance and generosity of Professor Tam and his colleagues within China, I was able to embark on a remarkable experience, one not soon forgotten. My tour began in Guangzhou, Professor Tam's hometown, and ended in Beijing with Wuxi, Shanghai, and Harbin in between. I was fortunate enough to not only get to present on a topic I am passionate about, US-Sino trade and economic relations, but got to experience an exchange of ideas at the numerous lunches and dinners from some of the brightest minds within China. A small sample of the people I got to meet with were an industrial economist from the Peking University of Economics and Business, Professor Yang, a close friend and colleague of Professor Tam and the Vice Curator of the Unit 731 museum in Harbin, and some government officials from Harbin who were interested in forging Sino-Jewish relations. I also got to meet and stay with several Macalester alumni whose careers are all over the spectrum and getting to see the wide array of experiences Macalester offers after graduation is truly impressive and humbling. The relationships I built while I was there will last me a lifetime and I'm excited to see where they will take me next!"

photos, top to bottom:

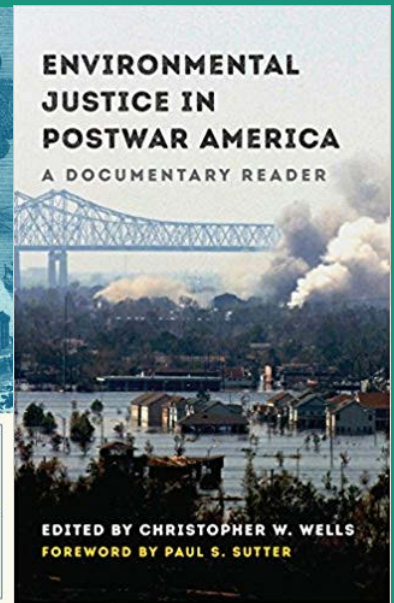
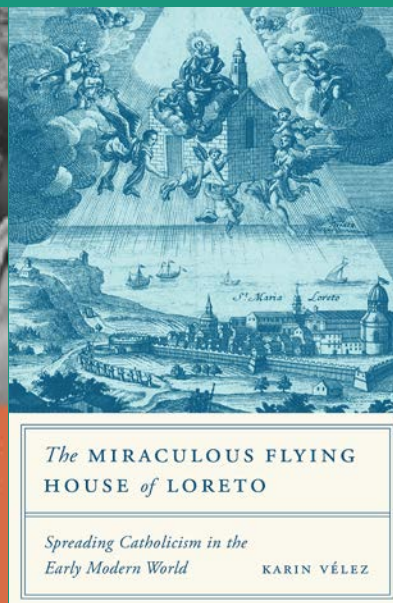
Jonathan speaking at the Jinhui Shutang House, in front of a gas chamber used by the Japanese against the Chinese for their medical experiments at the Unit 731 Museum in Harbin, and at a dinner with friends of Professor Tam.



HISTORY CLUB UPDATE

History Club meets weekly on Thursdays from 4:45-6 (usually in the Old main 4th floor lounge) for tea and snacks, and to spend time with others who share their interest in History. History Club is co-chaired by Emma Daszkiewicz and Jemma Kloss. They provided this update about the club. "This semester History Club continued to experience growth. Many first-years in particular have joined the club which will allow the club to continue for many years to come. We settled into our new meeting place on Old Main 4 (having outgrown the history office with our new membership). Our new membership also allowed for a more even mixture of light-hearted anecdotes and serious discussion. This coming semester, we plan on organizing a field trip to the Cities, a well as a historical movie night."

3

NEW
BOOKS BY OUR
HISTORIANS

This fall saw the publication of books by Jess Pearson, Karin Velez, and Chris Wells. Congratulations to our accomplished authors. Read more about the books, and find links to them at their publishers' websites below.

"In *The Colonial Politics of Global Health*, **Jessica Lynne Pearson** explores the collision between imperial and international visions of health and development in French Africa as decolonization movements gained strength."

"Pearson's deeply researched and elegantly written book demonstrates that international organizations played a defining role in reshaping empire in the postwar period. Her work compellingly argues that the United Nations and the World Health Organization provided templates for universal rights and health for all, even colonial subjects. *The Colonial Politics of Global Health* will be an invaluable addition to our understanding of the French Empire, decolonization, and global health initiatives."—Jennifer Johnson, Brown University

Find *The Colonial Politics of Global Health* here.

"Drawing on rich archival materials, *The Miraculous Flying House of Loreto* written by **Karin Vélez** illustrates how global Catholicism proliferated through independent initiatives of untrained laymen."

"Deeply researched and utterly engaging, *The Miraculous Flying House of Loreto* unfolds the 'mythohistory' of the transportation of the Virgin Mary's childhood home from Nazareth to Italy. Catholics from Le Marche to the Amazon basin built, painted, narrated, counted, and walked themselves into the miracle of the Holy House of Loreto. It takes a global village to make a miracle, and Karin Vélez shows us with wit and learning how this was done."—Robert Orsi, author of *History and Presence*

Find *The Miraculous Flying House of Loreto* here.

"*Environmental Justice in Postwar America, A Documentary Reader*, edited by **Christopher W. Wells** is a powerful tool for introducing students to the US environmental justice movement and the sometimes tense relationship between environmentalism and social justice."

"This book is a landmark achievement in the field of environmental justice research and the most important historical treatment of the topic I have seen in years."

-David Naguib Pellow, author of *What Is Critical Environmental Justice?*

Find *Environmental Justice in Postwar America, A Documentary Reader*, here.

ALUM
UPDATE

Greg Zacharia, Spike Sommers, Emily Nadel, and Sarah Kolnbrander (all '18) met up in Boston during Thanksgiving break. Sarah sent this photo and this little update "we spent multiple nights hanging out and catching up - you can bet the Mac History department (and our love for it) came up MANY times.



HISTORY ALUMNI STORIES

Barbara Ulowetz Hottle, '54, a history minor who likes getting the newsletter, shares her take on studying history, "While returning to campus—a long two-day train ride—in September 1953, I had a lot of time to ponder the August overthrow of Mossadegh in Iran. I kept wondering—what will Dr. Armajani say about this? Indeed, he had a lot to say; more recent revelations are not a surprise. These past 60+ years, when I am confronted with improbable world events, I often say to myself—what would Dr. Armajani think?"

Thomas Dynneson '61 earned a M.Ed which he says, "in reality, was in history and was supervised by history Professor Earl Spangler." His dissertation dealt with the history of the Black Church in Minnesota. He is a history author who went on to earn a Ph.D. in education and anthropology at the University of Colorado, and later became a founding faculty member of the University of Texas of the Permian Basin (UTPB) where he is now Professor Emeritus.

After graduating in 1968, **Sam Yamashita** tells us he, "did graduate work at the U of Michigan and completed a doctoral dissertation on two Japanese Confucian scholars in 1981. I was a post-doctoral fellow at the Reischauer Institute at Harvard in 1982-83 and have been teaching at Pomona College in Claremont, California since 1983." He has published three books, most recently *Daily Life in Wartime Japan, 1940-1945* (Univ. Press of Kansas, 2015). His current research focuses on Japanese food: writing a history of Japanese food from prehistory to the present and completing a scholarly article on the "Japanese turn" in fine dining in the U.S.

Jim Migdal '86 reminisces, "my honors thesis was supervised by super-star Peter Rachleff and Helene Peters (French) and I remain an active student of history, if not practitioner, with very fond memories of inspiring teachers - Paul Solon, Peter Weisensel, Emily Rosenberg and Peter Rachleff (saw exhibit he was involved in recently at Chicago Historical Society on Race - exceptionally well done)." Here Jim is referencing the traveling version of the "[Race are we so Different](#)" exhibit created, and on display again after ten years, at the Minnesota Science Museum.

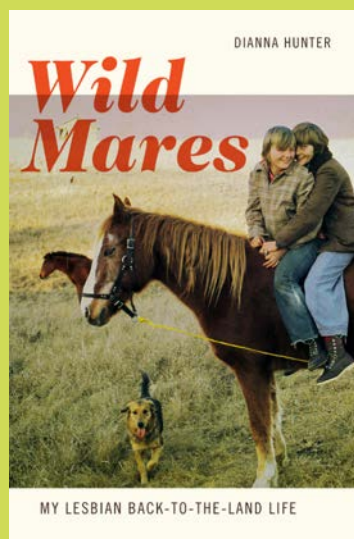


Ginna Schultz '96 (above) shares the story of her non-traditional path to using the History degree.

"Shortly after I graduated in 1996 with a History Major, I returned on Chile where I had spent a semester abroad and taught English. From there, I followed my fiancée to Oaxaca, Mexico where I worked for one year in the administration of a Spanish language school for tourists. When I returned to the United States, I taught Spanish for fourteen years at Mounds Park Academy in St. Paul, Minnesota. I did a Master's degree in Spanish at Universidad de Salamanca in Spain. By this point, I was not thinking that I would directly use the History part of my degree in my career. I went back to school for my teaching license and then got a job offer to teach History in Spanish. My principal told me he wanted to hire me because of my History degree. Who knew? So now I am teaching Spanish Immersion Social Studies at Minnetonka Middle School East in Minnetonka, Minnesota. Not only did my History degree help get me the job, I am also using what I learned every day in my classroom. My Macalester coursework also enabled me to get my Social Studies teaching license by portfolio."

Elena Friedman '16

is a research assistant at the Minnesota Center for Twin and Family Research located at the University of Minnesota. She has offered to be a point of contact for history majors/minors who end up going into more social science/STEM related fields.. Please contact Herta Pitman at pitman@macalester.edu to obtain her contact information.



Dianna Hunter '71 has recently published a book of historical creative nonfiction, a memoir called *Wild Mares: My Lesbian Back-to-the-Land Life* (University of Minnesota Press 2018). *Wild Mares* is the story of an innovative and utopian attempt to create women's space and women's land in the full bloom of the second wave of feminism (which we called the Women's Liberation Movement). The early chapters covering my awakening to historical agency, feminism, and lesbian identity, are set at Mac, and it becomes obvious in the telling that, as Christa Lawler wrote for the *Duluth News Tribune*, I was "bred in Minot (North Dakota) and raised at Macalester College." My earlier book, an oral history collection called *Breaking Hard Ground: Stories of the Minnesota Farm Advocates* (Holy Cow! Press 1990), owes its existence to an oral history class I took at Macalester with Steve Trimble in 1970. In the book, activist farmers and farm lawyers recount their experiences advocating for farmers during of the agricultural economic crisis of the 1980s. Tapes and transcripts of the interviews are housed at the Minnesota Historical Society, and radio programs based on the tapes were aired nationwide when it mattered, as the farm crisis continued into the 1990s.

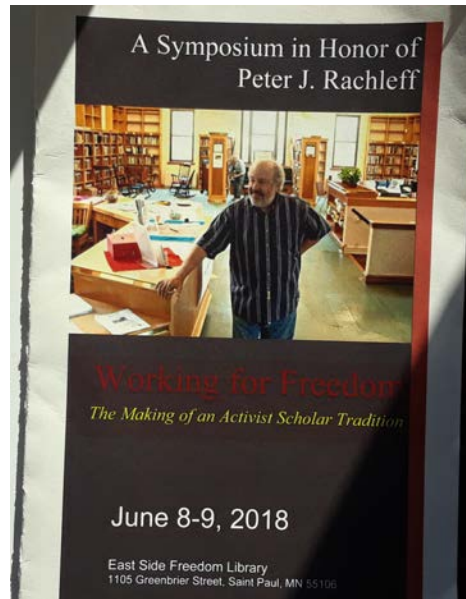
MORE HISTORY ALUMNINEWS

Molly Brookfield '09 is a PhD student in History and Women's Studies at the University of Michigan and tells us she would be happy to talk to any students who are interested in pursuing a PhD in History (or Women's Studies) at Michigan.

Samantha Aamot, '17 is currently working in Alaska! She's there through a program called Alaska Fellows, and this is a snippet from an email she sent us: "There are eight of us living here in Anchorage, and we are all placed at different organizations--mostly nonprofits and government departments. My work at the library is to promote the business services resources they already have and do outreach and programming to build more avenues for small businesses and entrepreneurs. It is very different than anything I have done in the past, but I am learning a lot! I am excited that the library is interested in playing an active role in diversifying Anchorage's economy, which is in need of stimulus! "

Kristin Sandstrom Markert '92, now works as a librarian in the upper school at Breck School, an independent college-preparatory school in Golden Valley, MN.

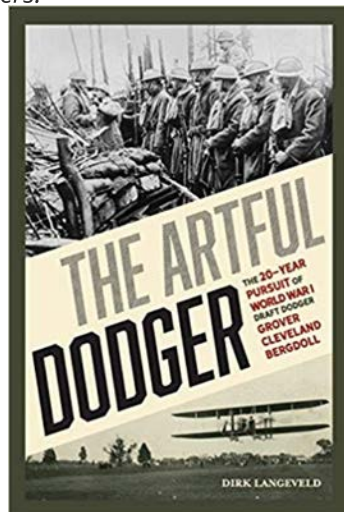
Dirk Langeveld '06, has published his first book. [*The Artful Dodger: The 20-Year Pursuit of World War I Draft Dodger Grover Cleveland Bergdoll*](#). It is available on Amazon and Kindle.



Above, the cover of the program for the Peter Rachleff symposium. Below, the cover of Dirk Langeveld's *The Artful Dodger* book.

From the back cover:

Shortly after he was convicted of dodging the draft in World War I, Grover Cleveland Bergdoll asked the U.S. Army to temporarily release him from prison. He had buried a valuable cache of gold during the war, he claimed, and he wanted to recover it before someone else did. Bergdoll's subsequent escape would mark the start of a 20-year standoff with the American government. Although the case is largely forgotten today, Grover Cleveland Bergdoll was a household name for much of the early 20th century. He was the son of a wealthy German-American brewing family, an amateur race car driver, and a skilled aviator who trained with the Wright Brothers.



SYMPOSIUM AT THE EAST SIDE FREEDOM LIBRARY IN HONOR OF PETER RACHLEFF



A symposium in honor of Professor Emeritus Peter Rachleff was held at the East Side Freedom Library on June 8th and 9th. After retiring from Macalester Peter with his wife and partner, Macalester Theater Professor Beth Cleary, have created The East Side Freedom Library, a labor and immigration community and research center. Peter's students, colleagues, and friends gathered to celebrate his scholarship, teaching, mentorship, and life. Many Macalester alumni took on roles in organizing, presenting, and performing at the symposium. This list of alumni participants is taken from the program, pictured above left.

Westenley Alcenat, 2010, **Michael Bourdaghs**, 1986, **Sha Cage**, 1995, **Emilye Crosby**, 1987, **Rebecca Dale**, 1988, **Erik Davis**, 1996, **Amelia Deloney**, 1996, **Kate Duffly**, 2000, **Louise Edwards-Simpson**, 1985, **Ben Goldfarb**, 1999, **George Leidenberger**, 1987, **Noah Michelson**, 2000, **Aaron Miripol**, 1987, **Stacey Mitchell**, 1996, **Ryan Murphy**, 1998, **Kim Nielson**, 1988, **Wairimu Njoya**, 2002, **Yuichiro Onishi**, 1995, **James Alexander Robinson**, 1981, **Emily Skidmore**, 2004, **Jodi Vandenberg-Daves**, 1988, **Alessandra Williams**, 2007, **Dwayne Williams**, 1989, and **Mary Wingerd**, 1990

Find the East Side Freedom Library web site at <http://eastsidefreedomlibrary.org/>.

SPRING 2019 HISTORY CLASS SCHEDULE

HIST 115-01	Africa Since 1800	MWF	01:10-02:10 pm	MAIN 002	Tiffany Gleason
HIST 209-01	Civil Rights in the United States	TR	09:40-11:10 am	MAIN 010	Crystal Moten
HIST 213-01	Women in African History	MWF	02:20-03:20 pm	MAIN 002	Tiffany Gleason
HIST 222-01	Imagining the American West	MWF	10:50-11:50 am	CARN 05	Katrina Phillips
HIST 226-01	American Indian History since 1871	MWF	09:40-10:40 am	CARN 05	Katrina Phillips
HIST 234-01	U.S. Environmental History	MWF	02:20-03:20 pm	LIBR 250	Chris Wells
HIST 276-01	The Great Tradition in Japan before 1853	TR	01:20-02:50 pm	NEILL 112	Yue-him Tam
HIST 283-01	Amazon: A Cultural History	MWF	10:50-11:50 am	THEATR 203	Ernesto Capello
HIST 284-01	Imaging the Modern City	MWF	01:10-02:10 pm	MAIN 010	Ernesto Capello
HIST 290-01	History: Then and Now	TR	03:00-04:30 pm	ARTCOM 102	Linda Sturtz
HIST 294-01	Global France*	MWF	03:30-04:30 pm	MAIN 002	Jessica Pearson
HIST 294-02	American Indians and Global Indigeneity*	TR	01:20-02:50 pm	THEATR 001	Larson, Phillips
HIST 294-03	History in Action: The Global in the Local*	M	07:00-10:00 pm	MAIN 001	Jessica Pearson
HIST 294-04	Listen Closely: Oral History Theory & Practice*	W	07:00-10:00 pm	MAIN 001	Amy Sullivan
HIST 294-06	Africa Imagined: From Conrad to Wakanda*	MWF	10:50-11:50 am	NEILL 215	Tiffany Gleason
HIST 315-01	U.S. Imperialism, Philippines to Viet Nam	TR	01:20-02:50 pm	NEILL 400	Karin Aguilar-San Juan
HIST 350-01	Race, Gender, and Medicine	M	07:00-10:00 pm	MAIN 009	Amy Sullivan
HIST 378-01	War Crimes and Memory in East Asia	TR	03:00-04:30 pm	NEILL 112	Yue-him Tam
HIST 394-01	Rumors in History*	TR	09:40-11:10 am	MAIN 009	Karin Velez

* Topics courses for Spring 2019. Descriptions are shared here and on the next page:

Hist 294-01 Global France

This course will cover the history of France and its relationship to the broader world from 1789 to the present. Although France is often thought to be the birthplace of human rights, in practice French society and the French state have treated people of different religious, national, and cultural backgrounds very differently. As we contemplate the broader connections between France and the rest of the world, we will focus on this apparent tension between French republicanism in theory and the lived experience of people on the ground. We will explore issues such as collaboration and resistance during the Second World War, France's changing relationship with the United States, France's ongoing struggle to accommodate immigrants from its former colonial empire, and finally, the place of Islam in French society today. Students will engage with the themes and topics of the course by collectively creating a virtual museum and travel guide.

Hist 294-02 American Indians and Global Indigeneity

This course places developments in American Indian history into sustained dialogue with often-parallel developments in global approaches to indigeneity. It examines American Indian history in the context of indigenous sovereignty and resistance to colonialism while also addressing comparative and global phenomena, including the growth and diffusion of indigenous rights.

This course is driven by four central themes and accompanying questions: How do we account for the development an encompassing American Indian identity, and does that process also foretell the development of a global indigenous identity? How do we account for the development of AIM and other American Indian movement organizations, and how do these movements connect to (and how were they affected by) global ideas of indigenous rights? In what ways do treaty rights (and related ideals) and international human rights relate to one another with respect to the issues facing American Indian movement organizations? Under what circumstances have American Indian leaders pursued international strategies to address issues and what have the consequences of these strategies been?

* Topics courses for Spring 2019 Descriptions, continued:



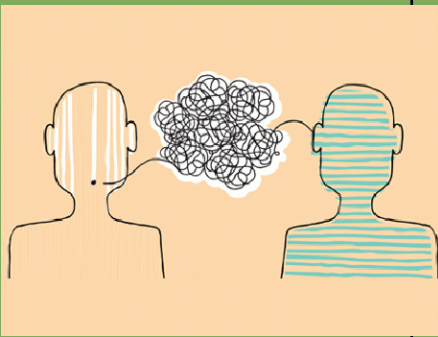
Hist 294-03 History in Action

This course aims to provide students with an introduction to public history, with a particular emphasis on the way that this field of history intersects with the themes of internationalism and globalization. Course topics include the discovery of a trove of police archives in Guatemala, the use of public memory to reckon with the legacy of apartheid in South Africa, the controversies surrounding the creation of the United States Holocaust Memorial Museum, and finally, the role that international organizations like UNESCO play as arbiters of "World Heritage." In conjunction with this course, students will complete a 1-credit internship connected to the theme of internationalism/globalization in public history, and together we will engage in a class project exploring the history of internationalism at Macalester. This course will provide history students with an opportunity to engage with the broader Twin Cities community while sharpening their professional skills, learning from community partners, and contributing their global historical expertise to a variety of local programs and projects.



Hist 294-04 Listen Closely

All history was oral history before the invention of writing, so what does oral history have to offer in today's world of video chatting, social media, and the ability of anyone, anywhere to record and broadcast their own version of reality? What is oral history today and why is it important to formally record, transcribe, and preserve the memories and narratives of people involved in historical events, either as actors or observers? This course will provide students with a theoretical understanding of oral history as well as the opportunity to practice interviewing, transcribing, and interpreting events, memories, and narratives through a variety of local projects and collaborations.



Hist 294-06 Africa Imagined

This course examines the historical implications and processes that contribute to the ways in which people outside of the continent imagine Africa as a single entity. Often fantastical and erroneous, Africans engaged with these representations in a myriad of ways. Beginning with the nineteenth century, Europeans in particular began to produce travel literature, fiction, and other (mis)representations of "Africans." What did this mean for those who were the subjects of these representations? How did it create a legacy that continues today? Through a historical lens and deep study of some of the most flagrant representations of Africa and Africans, students will come to understand a unique element of African historiography and the legacy of these representations. Some examples of what will be critically read in the course include; *The Heart of Darkness*, *King Solomon's Mines*, and *Marvel's Black Panther* (both the 1960s and 2000s issues). Additionally students will engage with the theories about travel narratives as well as other ways Africa is problematically portrayed. In addition to the methodologies of history, this course also engages with a wide range of disciplines such as post-colonial studies, literary theory, geography, and visual arts.



Hist 394-01 Rumors in History

Why and how are rumors formed? What kinds of media prolong their life? What gives rumors staying power even when they are publicly disproven? This course explores some precedents for "fake news," revisiting earlier occasions in world history when fiction overshadowed reality to dramatic effect. Case studies covered in class may include upheaval due to rumors of children disappearing in the city of Paris in the 1700s; North American frontier myths that (still) won't die, including one about the distribution of germ-ridden blankets to Native Americans; Orson Welles' infamous "War of the Worlds" radio broadcast; and more recent twenty-first-century theories of "thought contagion" (ideas spreading like infections) and "factfulness" (conscientiously counteracting distortions in our perception). In the last part of this 300-level course, students will choose a rumor from a time period or region of their own interest and write and present a brief research paper about it.

